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ABSTRACT

Presented are formal addresses and discussion group reports from a teacher in-service workshop held in Donaueschingen, Western Germany, in September, 1978 to acquaint European secondary school teachers with the Council of Europe's educational program. Specific objectives of the workshop were to discuss approaches to teaching about Europe in language arts and social studies programs in secondary schools and to investigate how to teach about political and economic cooperation in Europe since 1945. Participants included 26 teachers and teacher educators from Austria, Denmark, Ireland, Western Germany, Luxembourg, Norway, and the United Kingdom as well as two teachers from Canadian schools in Western Germany. Introductory statements stressed the desirability of a continuous program of in-service courses. Other speeches focused on treatments of European integration in various school systems, reasons to inculcate students with an awareness of European problems, and suggestions for teaching about European culture. Working group sessions discussed curriculum development, resources, approaches, and methods for various secondary grade levels. Recommendations for future workshops were that the sessions be informal, offer more opportunities for discussion by participants, and emphasize developing interdisciplinary approaches to teaching about Europe. (DB)

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First Council of Europe Teachers' Seminar on "Europe in the Secondary School Curriculum"

Donaueschingen, 26-28 September 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Report

SP 011 637

COUNCIL FOR CULTURAL CO-OPERATION
Strasbourg
1978

Strasbourg, 14 December 1978

COUNCIL FOR CULTURAL CO-OPERATION

Report of the first
Council of Europe Teachers' Seminar
on

"EUROPE IN THE SECONDARY SCHOOL CURRICULUM"

Donaueschingen,
Federal Republic of Germany

26-28 September 1978

Report written and compiled by

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1. INTRODUCTION

This was the first pilot-course, sponsored by the Council of Europe, to be held at the new Academy for the In-service Training of Teachers at Donaueschingen in the Federal Republic of Germany. It arose from the wish of Mr. Kahn. Ackermann, Secretary General of the Council of Europe, to establish a residential European Teachers' Centre to give a European dimension to in-service training and to associate European teachers more closely with the Council's education programme. The pilot-courses at Donaueschingen should provide evidence about the need for a centre and the practical problems involved in planning its programmes. Appropriately, the broad theme of "Europe in the Secondary School Curriculum" was chosen for this first course. English was the working language.

2. ORGANISATION

2.1 Representative officials

The Council of Europe:

Mr. Maitland Stobart (Deputy Head of the Division for School Education)

Miss Carole Reich (Teacher Bursaries Scheme)

The authorities of Baden-Württemberg:

Professor Dr. Theo Balle (Secretary of State at the Ministry of Education and Sport, Baden-Württemberg)

Dr. Friedrich Bram (Internationaler Studienkreis) Baden-Württemberg, Calw)

Professor Lothar Mattheiss (Director of the Donaueschingen Academy)

Guest Speaker:

Mr. Günter Renner (European Academy, Berlin)

Presiding Officers:

Professor Mattheiss

Mrs. Margaret Shennan (St. Martin's College of Education, Lancaster, United Kingdom)

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2.2 The participants

In addition to the speakers and representatives, there were 26 teachers and teacher-trainers from eight member States (Austria, Denmark, Ireland, the Federal Republic of Germany, Luxembourg, Norway and the United Kingdom), as well as two teachers from the Canadian Schools in Baden-Württemberg. The subject areas represented were the mother tongue, modern languages, history, geography and social studies.

A list of the participants is given in Appendix III.

2.3 Aims of the course

a. to discuss the existing and possible range of approaches to teaching about Europe in secondary schools (10-19 years);

b. to consider and make proposals on how to teach the theme of "Co-operation in Europe since 1945" through the disciplines of history, geography and civics.

2.4 Outline of the programme

The course lasted for two and a half working days. It began on Tuesday, 26 September at 1000 hours, and ended at 1215 hours on Thursday, 28 September.

The programme provided for daily plenary sessions, which included formal addresses by representatives of Baden-Württemberg and a number of papers on current progress in teaching about Europe. Approximately six working hours were devoted to group discussion to analyse the teaching of a European dimension to specific age groups in the secondary school curriculum.

Finally, cultural and social activities were arranged by the Donaueschingen Academy: a visit to the Fürstenberg Art Collection in the museum and to the rare manuscript collection in the library; an official reception by the Mayor in the Town Hall; and the showing of a film, "Die Kunst zu bauen - das Erbe Europas", about the architectural heritage of Europe.

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3. SUMMARIES OF INTRODUCTORY ADDRESSES

3.1 Opening Address: Professor Lothar Mattheiss

Professor Mattheiss welcomed the official representatives and participants to the conference. He explained briefly the circumstances in which the Academy had been designated a European regional centre for in-service training and the facilities offered in Donaueschingen. He expressed the hope that this course, together with a second one to be held in late October 1978, would establish a precedent for a continuous programme of in-service courses sponsored by the Council of Europe.

3.2 Statement: Mr. Maitland Stobart

Mr. Stobart conveyed the greetings and appreciation of Mr. Kahn-Ackermann, particularly to Professor Mattheiss. A short exposition followed of the aims, programme and publications of the Council for Cultural Co-operation. In particular, attention was drawn to the Teacher Bursaries Scheme, in operation since 1971, and to the aspirations of Mr. Kahn-Ackermann which had given rise to the present experiment. Participants were asked to consider critically the value of the present course and to send in short reports to the Council of Europe by mid-October.

3.3 Statement: Dr. Friedrich Bran

In justifying the appropriateness of the course's venue, Dr. Bran surveyed and emphasised the common historic experience which Baden-Württemberg has shared with other European states. From the 19th century, ideas of democracy and European inter-dependence took root in this area. Since 1945, it has received one million Germans from Eastern Europe, as well as a large influx of migrant workers. The co-operative tradition has developed through the system of twinning towns, association with the schools set up by the Allied Forces, and participation in the European Schools Day Competition and in regional schemes with neighbouring countries. Finally, the Ministry of Education and Sport in Stuttgart has wholeheartedly endorsed the European element in education and has promoted the use of the Donaueschingen Academy as a European centre for in-service training.

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4. SUMMARIES OF THE TALKS GIVEN IN PLENARY SESSION

4.1 Professor Dr. Theo Balle: "Europe in the Education Policy of Baden-Württemberg"

The trend towards European integration has been stimulated by immediate political circumstances and by a historic cultural heritage. Young people need to understand the Graeco-Roman roots and the subsequent development of European civilisation.

European topics are currently taught in the secondary schools of Baden-Württemberg. In the secondary modern schools, the political geography of Europe is taught in the 5th and 6th Grades, medieval European history in the 7th Grade, aspects of the physical and economic geography and recent post-war history of Europe in the 10th Grade. Western Europe figures significantly in the world history syllabus of the grammar schools. Pupils are taught topics such as the foreign policy of the Federal Republic of German and supranational institutions in social studies. Language study is also important. In the secondary modern schools, pupils learn English language and Anglo-Saxon background studies, with optional French and French background studies. The European dimension is strengthened for grammar school pupils who take English and French studies, classics, art and music. The social studies curriculum of the vocational schools includes contemporary economic and political issues at the 12th and 13th Grades.

There have been several important developments in the extra-curricular field. The Centre of Political Education organised a European Day for senior pupils at Fellbach and recently a successful European Youth Meeting was held at Stuttgart. Pupils have been encouraged to enter special competitions on European themes, as well as participate in the German-French Youth Exchange and international school exchanges with England and France. The teachers' exchange programme also sends language assistants to a number of Western European countries.

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In future, particularly in view of the impending elections to the European Parliament, Baden-Württemberg will continue to set an example, not only through the work of the Donaueschingen Academy and school competitions, but by additional curriculum innovation at all school levels to emphasize economic interdependence and political integration. Above all, it is vital to transmit to young people an appreciation of Europe's cultural unity.

4.2 Professor Lothar Mattheiss: "Europe in the Curriculum"

Any consideration of Europe in the school syllabuses of Baden-Württemberg must take account of the present state of flux arising from the continuing revision of the curriculum. With this caveat in mind, certain issues should be considered:

a. where does "Europe" occur in the curriculum?

b. in which subjects should we treat this concept?

c. for what age level is it appropriate?

d. for what type of school is it appropriate?

e. what is meant by "Europe"?

In the present primary school curriculum (6-10 years), the study of Europe should fit into the Social Studies area, where it can provide a range of examples and prove a sound medium for developing pupils' social and cultural awareness through topics such as the environment, homes and leisure.

In secondary modern and grammar schools (10-16 years), provision for teaching about Europe exists to some degree in history, civics and foreign language syllabuses. However, the curriculum committees are about to put greater emphasis upon Europe in the revised curricula, e.g. to include the theme of the movement towards European unification.

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For the 16-19 age-group, European political content is more prominent in the reformed curriculum; for example, history includes a study of the idea of Europe. In vocational schools, the curriculum contains a limited European dimension. In agricultural schools, some European economic topics are prescribed, such as EEC policies and institutions; also some European content figures within civics. The curriculum of technical colleges touches on European supranational institutions; in the trade and domestic science schools, an element of European economic co-operation is taught in the 2nd year and problems of European politics in the 3rd year. Professional schools put more stress upon Europe than do schools providing general education.

On balance, the emphasis is placed on contemporary Europe and on a knowledge of institutions. Greater weight might be put on the evolution of European traditions through a number of key disciplines. Modern European languages have an important part to play in this respect, as have history, geography, philosophy, literature, the visual arts and music. In studying Europe, the inter-relatedness of the discipline can be observed and appreciated.

4.3 Mr. Maitland Stobart: "The Council of Europe's work on teaching about Europe"

This paper dealt with three general matters.

4.3.1 Basic pedagogical questions relating to the study of Europe

a. Aims and justification: The changing political situation since 1945 has been accompanied by a growth of courses about Europe at secondary and higher education levels. The official Council of Europe aim for teaching about Europe in secondary schools is "To inculcate into pupils an awareness of European facts and problems".

Teachers' aims tend to be twofold: the dissemination of information and the formation of acceptable pupil attitudes (e.g. to show tolerance and empathy).

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Teachers' justifications are also twofold: conviction (e.g. the desire to prepare pupils for life in European society) and convenience (e.g. to find pedagogical solutions to organisational and curricular problems). The latter has been prominent in the United Kingdom.

The inclusion of a strong European dimension raises the issue of curriculum priorities, e.g. the relationship between European and World Studies; the significance of non-European cultures, the realities of multi-cultural societies and of great power blocs. The degree of pedagogical freedom enjoyed by teachers may determine these priorities.

b. Definition of Europe: The term is often used loosely. Unanimity may be impossible. Geographers have disagreed over the eastern limits of Europe but most accept that it is a geographical expression. Historians emphasise that Europe's boundaries have changed constantly through time.

c. Approaches and strategies: European subject matter has been traditionally taught within discrete disciplines, but the possibility and desirability of a European dimension in all subjects is questionable. If the separate-subject approach is retained, some "co-ordinating units" could be inserted into the curriculum.

In England, an interdisciplinary approach has been developed - courses being organised around themes or problems - but this has posed many organisational and academic problems.

European Studies have been associated with active teaching methods. Out-of-class activities, e.g. involvement in international competitions, visits, school exchanges, field trips and the Council's bursaries scheme, have proved extremely valuable.

4.3.2. Underlying fundamental conceptions in studying Europe

In rejecting discredited nationalistic interpretations, teachers should avoid the bias of a Europocentric approach to learning. Discrimination must be used in selecting and simplifying material.

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4.3.3 The Council of Europe's work on history, geography and civics

a. This revealed the emphasis in European history on the rise and fall of the Great Powers, the comparative neglect of smaller states and the partial interpretation of motives and events from a Western European standpoint.

While not attempting to impose a uniform version of European history, the Council listed 26 broad themes which could form the basis of a syllabus for the teaching of European history (see Appendix I).

Another significant Council initiative has been the series of major art exhibitions to demonstrate the common artistic heritage of Europe.

b. Geography revealed comparable problems: ignorance of smaller countries, outdated material and distorted attitudes. To rectify these, the Council has schemes in hand to produce new teaching resources, e.g. films.

c. Studies published under the Council's auspices advocate progressive approaches to teaching civic education which avoid excessively didactic methods. Learning should proceed from the pupil's concrete experiences at the local level and thence develop regional, national, European and historical perspectives.

The Council has also concerned itself with European co-operation and human rights. A conference will be held in 1979 to develop teaching strategies and resources on the theme of "Co-operation in Europe since 1945".

A selective bibliography of the CCC's studies on Europe in the secondary curriculum is given in Appendix II.

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4.4 Mr. Günter Renner: "Teaching about Europe to 10-14 year olds"

For many years, the European Academy in Berlin has been running international seminars for teachers on "Teaching about Europe" and has been involved in developing teaching materials. The week-long seminars are mainly aimed at teachers of history and social studies from all West European countries. This work effectively implements the recommendations of the Council of Europe and the Commission of the European Community "to introduce a European dimension into education".

This paper covers two areas:

4.4.1 Field Report of problems in teaching 10-14 year olds

a. Suitability of the subject matter: Pupils must be convinced of their personal involvement in practical, everyday ways. They will then appreciate Europe as a reality about which they need to learn.

b. Presentation/teaching strategies: The use of process-oriented strategies, discovery methods and lessons based upon pupil-experience can be beneficial.

c. Curriculum and textbooks: The latter are generally restricted to information on institutions, discouraging pupil motivation. However, it is possible to introduce Europe to 10-14 year old pupils by incorporating a European dimension into various subjects (e.g. history, geography, literature, languages) or through project work on European themes (e.g. migrant workers, environmental protection, agriculture) or within social studies of some kind.

4.4.2 Suggestions for teaching about Europe

During seminars at the Berlin Academy, model teaching units are formulated thus:

- choice of basic concept or methodology, e.g. history, politics, etc.
- concrete themes for teaching interpreted through specific examples, e.g.

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Co-operation - thirty years peace;

Human Rights - Is there still torture in Europe?

Tolerance - holidays in Europe;

Free trade and Customs Union - long distance lorries on the road;

Tradition - family life in neighbouring countries;

Prejudice - migrant workers in Western Europe;

Co-operation - the North Sea as a rubbish dump;

Economic integration - shopping in the supermarket;

Conflict - the European butter mountain;

Solidarity - poverty in the middle of Europe;

Maintaining peace - why should we worry about the Indians?

Democratisation - a Parliament for Europe.

- formulation of teaching aims, e.g. cognitive, effective, social;

- choice of teaching methods, e.g. learning through discovery, by dialogue, in groups;

- use of media aids and material now available, e.g. Council of Europe bibliographies; c.f. vital importance of teacher's creativity.

4.4.3 Conclusion

It is both desirable and practicable to introduce pupils to European themes as early as the lower secondary level, if they are to be prepared for life. Therefore:

a. the following aims are viable: familiarising with different traditions; respect for national characteristics and interests; tolerance of controversial viewpoints; overcoming egoism; critical analysis of existing regulations; developing alternative ideas; aids for application to everyday life; building up a supranational solidarity.

b. Implementation is a matter of urgency: Interest in Europe has increased e.g. through the impending elections to the European Parliament. It is not enough to provide explanations of the bureaucratic workings of Europe; pupils should increase their awareness of Europe at every opportunity.

c. The need for in-service teacher training is clear: This should occur, where possible, in an international, European environment so that teachers obtain first-hand experience of the idea that they should later pass on to their pupils: the development of a European society.

4.5 Mrs. Margaret Shennan: "The main features of European Studies in England and Wales"

The introduction of European Studies in England has been a rapid, widespread, spontaneous "grass-roots" development, arising from the freedom of teachers and the autonomy of schools in curricular matters. There has been little financial support from central government. European Studies are rarely compulsory; they are most commonly taught to 14-16 year olds for the Certificate of Secondary Education or the General Certificate of Education examinations, or sometimes to 11-13 or 16-17 year old pupils.

4.5.1 Justification rested on two situations:

a. Teachers' response to the changing needs of pupils as Britain's global role declined and her location within Europe assumed greater significance.

b. The widespread interest in curriculum development from 1960s and the belief that European Studies offered a practical solution to the motivational problems facing language teachers, especially in large comprehensive schools. Initially, 80% of European Studies courses were taught by modern linguists to less able pupils.

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4.5.2 Structure

A European dimension has long been included in some subject syllabuses, but teachers do not equate this with "European Studies". Accurate generalisations are difficult to make because of the lack of uniformity. Most courses began as background studies to language learning. Gradually, the complexity and curricular potential drew in other subject teachers. Some courses are over-optimistically described as "integrated"; they generally focus on sociological themes which are taught by language, geography or history teachers. Others, planned and taught by teams of teachers, are more properly "multidisciplinary"; they consist of content from a range of discrete subjects - geographical, sociological and political topics, drawn from contemporary Europe prevailing over historical, literary or other cultural material. If linguistic content is included, it is usually low-level.

4.5.3 Problems

Many early courses suffered from lack of teaching resources, money, time for preparation and from being taught by inexperienced teachers. They were widely criticised by Her Majesty's Inspectorate, educationists and subject teachers as being shoddy in conception, superficial and trivial in content. The difficulties involved in planning and implementing interdisciplinary structures were underestimated. Publishers produced materials which reinforced teachers' mistakes. Too many courses, even those approved by examination boards, lacked a valid conceptual framework and a distinct identity (e.g. universal themes outweighed uniquely European ones). Specialist teachers cannot reconcile strategies and content embraced by European studies with the recently reformed approaches to their own subjects. Sociological and political subject matter is selected and taught by teachers with no training in the social and political sciences. Patterns of assessment vary considerably.

4.5.4 Progress has been made in recent years. Teachers have gained in experience of syllabus planning, team teaching and assessment procedures. There have been some regional initiatives, e.g. conferences, in-service courses, resource production.

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The future status and permanence of European Studies may depend on two possible developments:

a. Recent initiatives by the Secretary of State for Education and Science to encourage political education may stimulate European Studies, although education for European citizenship is a sensitive curriculum issue.

b. Structural evolution: At present, European Studies are influenced by the vogue for vocational training, which has sanctified the concept of "relevance". This has promoted Contemporary European Studies with its emphasis upon "survival-kit" language study and problem-oriented subject matter. This approach runs counter to the spirit of the recommendations made by the Council of Europe conferences at Elsinore (1965) and Braunschweig (1969). Subject teachers want greater reinforcement of the specific concepts of the traditional disciplines within European Studies if they are to attract experienced teachers and able pupils, thereby bridging the credibility gap with higher education.

Historians would also like to see a more balanced curriculum model with a much greater emphasis upon the historical and cultural dimensions, underlining Europe's common heritage.

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5. THE WORKING GROUPS

5.1 Organisation

After discussion, it was agreed that four working parties should be based on target age-groups, participants volunteering to join according to their interest and experience. Mrs. Shennan suggested a procedure for the deliberations: the definition of a European concept; justification, aims and objectives; approaches and strategy; content; resources and support structures; co-operation in Europe since 1945.

Two working sessions were held on each of the full days, Mrs. Shennan attending the groups in rotation. Group reports were completed on Thursday, 28 September, for presentation in summary form by group spokesmen at the final plenary session.

5.2 Report of the Working Group for 10-14 year old pupils

5.2.1 Definition of Europe

This would differ for each contributing discipline, but pupils must be made aware of the variants. A precise but limited definition (e.g. the countries in the Council of Europe or the EEC) and an open-ended one (e.g. an entity with a common heritage and ways of thinking) were considered before concluding that Europe is "a multi-dimensional entity".

5.2.2 Aims

In summary, the development of positive attitudes towards fellow Europeans and the removal of prejudices, on the grounds of current interdependence, a likely common future and common influences on life through institutions and organisations.

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5.2.3 Approaches

The existing European dimension in traditional subjects can, and should, be developed further. In addition to geography and history, biology could be given European elements (e.g. ecological issues of pollution and pesticides). Pupil awareness of belonging to Europe was not greatly served by a European Day, but a specific hour or hours each week might be allocated in the timetable to study Europe.

The development of a separate subject-area called European Studies could only come from ministerial initiatives, and would need an extensive programme of pre- and in-service teacher training.

5.2.4 Content

Mr. Renner's paper provided useful and practical advice on thematic content for this age-group. The topics of holidays and supermarkets are examples of content to be exploited from pupil-experience. Where problem-oriented subject matter was used, pupil awareness mattered more than finding solutions.

5.2.5 Resources

Modern languages require better textbooks presenting credible situations (e.g. the presence of migrant workers) instead of hypothetical circumstances and unreal characters. More books on life in other European countries were needed to support language studies. The Council of Europe's help was sought in improving library stocks through the preparation of practical bibliographies.

5.2.6 European co-operation

This should be treated not as a study of structures and institutions but of achievements and outcomes. Teachers lack information on resource materials, but, given guidance, the group felt that a thematic approach could be developed.

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5.3 Report of the Working Group for 14-16 year old pupils

5.3.1 As a preliminary, members informed the group of the educational systems of their own countries, since agreement on any approach to European Studies would need to take into account the diversity within these systems.

5.3.2 Aims and objectives

Five aims were identified, although not stated in any order of priority.

a. Cultural: To help in acquiring an understanding of the culture of other countries, and empathy with their peoples and the relevance of their own to other cultures.

b. Political: To provide students with the necessary information to enable them to understand the origins and growth of modern European institutions.

c. Vocational: To meet the needs arising from the mobility of labour.

d. Technological: To impart an understanding and appreciation of the growth of technology and its effect upon the environment.

e. Intellectual: To provide an opportunity for the consolidation of concepts and skills, already acquired within the different disciplines and for their further use in the wider multidisciplinary context of European Studies.

Specific objectives should relate to the contributing disciplines but would concern the consolidation of skills and concepts useful for the multidisciplinary approach.

5.3.3 Definition

Four possible definitions were considered: the geographical, historical, economic and cultural. The group opted for the latter, defining Europe as "those countries and people who share a common cultural heritage arising out of the ancient classical culture of Greece and Rome".

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5.3.4 Approaches

Three possible approaches were considered: the single discipline approach, the single discipline with planned multidisciplinary links, and the integrated approach. The second model was favoured because:

a. it is a natural development of the various disciplines as they now exist;

b. it recognises that, in most European countries, secondary teachers are trained as subject specialists;

c. it does not make unique demands on school organisation;

d. it was felt to be a constructive and illuminating way of approaching the complexity of knowledge.

5.3.5 Methods

While arguing strongly against any rigid recommendations by the Council of Europe, the group felt the thematic approach would be appropriate for this age-group, provided the themes reinforced the specific concepts of the contributing disciplines. Discovery methods should also be adopted.

5.3.6 Content

This should be decided by specialist teachers of the contributing disciplines but suggestions made were:

a. Language: These would form a key part in European Studies for their significance in communication and in appreciating the differing cultures of which they are an expression. Although literature was beyond the scope of the target group, reading materials used to develop reading and writing skills might be selected to reinforce the European concept. The value of exchanges, visits and twinning in language learning was emphasised.

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b. Civics should play a major part provided there was a strong political dimension in place of pure Current Affairs. The content could include law, institutions, human rights, political platforms and European parliamentary elections.

c. Geography might include topics such as main waterways; transport; agriculture; coal, iron and steel; food distribution; fishing; economic trading blocs, using patterns of interdependence as a predominant concept.

d. History might contribute topics such as the Renaissance, the Reformation, Discoveries, growth of nation states, industrialisation, development of technology, rise and decline of imperialism and the growth of democracy and the welfare state.

e. Aesthetics: Given a historical perspective or treated as an aspect of culture related to language learning, music and art could make a major contribution to European Studies.

5.3.7 Resources

A considerable input of teacher/learning materials appropriate in language and content to 14-16 year olds, and a major programme of in-service training seem necessary, not only to enable teachers to examine the objectives of their disciplines in relation to European Studies, but also to train them in evaluation techniques which would guarantee their conformity to stated aims and objectives. Some countries would need to review examination certification procedures to allow for the multidisciplinary approaches envisaged.

5.3.8 Teaching of European co-operation since 1945

This should be a specific aim of a European dimension. True co-operation can best be promoted in the wider context of learning about Europe rather than as specific content. In developing some of the topics suggested by Mr. Renner, the significance of European co-operation would emerge naturally.

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5.4 Report of the Working Group I for 16-19 year old pupils

5.4.1 Aims

In trying to establish these, the group identified certain justifications, e.g.

a. a desire for peace encourages teaching about Europe;

b. the economic necessity of co-operation in "one Europe";

c. the relative cultural unity of the West;

d. the need for an antidote to nationalism;

e. greater knowledge stimulates appreciation of other ways of life;

f. the need to promote religious tolerance.

5.4.2 Content

The group then considered common practical issues which could provide suitable content for study in a contemporary, problem-oriented syllabus, e.g:

a. the international crediting of qualifications equivalence;

b. the question of international mobility and labour permits;

c. problems of under- and unemployment, especially of young people;

d. tax unification;

e. a common European currency;

f. standardisation of equipment, weights and measures;

g. understanding of the importance of European development aid for poorer parts of Europe and the Third World;

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h. minorities and marginal groups;

i. the Common Agricultural Policy;

j. co-operation between European trade unions;

k. anti-pollution measures on European rivers;

l. Europe and a possible future oil crisis;

m. The Standing Conference on European University Problems;

n. the concept of a United States of Europe.

The group felt dissatisfied with the division of content according to traditional subjects and favoured a structure of sociological and political topics or themes, e.g. as suggested by Mr. Renner.

5.4.3 Approaches and strategy

The group was divided. Three members strongly recommended the development of a new option in the curriculum called European Studies (or civics). The others favoured a language-based or politico-social course with co-ordinated contributions from other subjects. It was accepted that the type and organisation of the school would dictate choice.

5.4.4 Assessment/Certification would be dictated by national circumstances.

5.5 Report of the Working Group II for 16-19 year old pupils

5.5.1 Definition of Europe

The group considered Europe in geographical and psychological terms. While acknowledging the cultural and political divisions between East and West and the undesirability of excluding Eastern Europe from a working definition, it was felt that there was a core of European countries with common values, e.g. acceptance of the European Convention on Human Rights. Pupils should be involved in discussions of definition, to appreciate the complexity of the entity.

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5.5.2 Aims

Discussion centred upon (a) the provision of information and (b) attitude formation (e.g. fostering of mutual understanding, awareness and respect for European values, move towards unity). It was agreed that the latter did not mean inculcation of attitudes and ideas. After lengthy deliberation, a broad aim emerged: to create favourable circumstances for pupils to develop their own cognitive skills of discussion, reflection and analysis and their own affective attitudes along broadly moral lines (e.g. according to the preambles to the Statute and Convention of the Council of Europe).

5.5.3 Approach and structure

The practical difficulties of introducing an interdisciplinary structure precluded this approach, although some themes, e.g. European co-operation, might be effectively treated in this way. A European dimension should develop through the single disciplines of history, geography, civics; also languages, art, music and architecture play a part. Literature in translation could give insight into countries whose languages are not studied.

5.5.4 Content

On the whole, an ad hoc approach to selection was favoured, proceeding from the pupils' interests and experience of issues. Sociological topics would provide content for reflection and discussion. Subject teachers might wish to modify content.

5.5.5 Resources and methods

Activity methods could be the starting-point for developing cognitive skills (e.g. the critical study of texts) and for positive learning (e.g. extra-curricular social work). There should be an emphasis on discussion. Despite the recent publication of bibliographies, a scarcity of good pupil materials remained. The Council of Europe was urged to provide a comparative source-book in English of facts, information and views relating to individual European countries.

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6. RECOMMENDATIONS FOR FUTURE COURSES

6.1 Benefits of the course

The participants were unanimous in their appreciation of the course. They were grateful to the Council of Europe, to Professor Mattheis and the authorities of Baden-Württemberg for providing ideal circumstances for discussion and reflection on an important curriculum area.

Involvement in the course had given the participants new perspectives in a number of respects:

6.1.1 In meeting teachers of several disciplines from a variety of European states they enjoyed at first hand that "European experience" which needed to be transported to the secondary school scene.

6.1.2 The chance to exchange ideas and opinions both formally and informally brought incalculable benefit. Teachers gained:

a. information (e.g. concerning other countries' educational systems; the work of the Council of Europe) and

b. insights into curricular models and teaching strategies (e.g. Mr. Renner's achievement in developing a thematic approach for the 10-14 age-range; the experience of other states in providing a European element in the curriculum).

6.1.3 The course helped teachers to rediscover or reaffirm the methodological value and potential of their own subjects.

6.2 Practical Suggestions

Many useful suggestions were offered by participants.

6.2.1 Prior information

The majority of participants felt strongly that it would be helpful to receive more information well before the beginning of a course, so that they could make the proper intellectual and practical preparations.

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Teachers need to understand the prior assumptions behind the course; they should know what is expected of them and should be given an outline programme for the working groups to which they will contribute. Finally, they would welcome summaries of the curricular issues at stake and the main talks to be given by guest speakers.

6.2.2 Organisational changes

a. On arrival, participants should receive identification badges to wear, so that they can be easily recognised by others in the crucial early stages of the course.

b. The initial formalities might be slightly reduced and the concluding session extended to round off discussion of the major issues which arise during the course.

c. The number of formal talks in plenary session might be limited to three, of which one should be given by a practising teacher.

6.2.3 Additional activities

a. More time should be allowed for group work to enable fuller discussions and some workshop activities to take place, e.g. to work out the strategies for teaching a selected theme or topic in fine detail; to draw up lists of resource needs and to share opinions about audio-visual materials.

b. Provision should be made in plenary sessions for follow-up discussion both of important ideas or issues raised by the main speakers and also of the final reports produced by the working groups. The reports need to be completed, and copies made and distributed to all participants on the night before the final plenary session.

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c. Provision should be made to exchange and examine samples of teaching materials and bibliographies. Participants also need to discuss existing deficiencies in resources and agree on the priority areas for new resources. These activities require considerable time. One valuable function of the Council for Cultural Co-operation could be the regular circulation to participants of up-to-date information on publications.

d. In addition to discussion in multidisciplinary working groups, participants would equally value opportunities for subject-based discussion, so that the contribution of specific subjects to European studies could be elaborated.

6.2.4 Duration of courses

Most participants felt that, in future, courses should last from three to four working days, to allow participants to undertake an extended programme and to benefit from the informal, social and working contacts established. If all the recommendations were to be implemented, however, courses might need four or five working days.

6.2.5 Conclusion

The participants were aware of the complexity of the subject under discussion in this first course. They hoped that further courses would be mounted by the Council of Europe to pursue particular aspects of the European dimension in greater depth.

7. FINAL REFLECTIONS BY THE RAPPORTEUR

7.1 Areas of consensus

Within the limits of five sessions, the working parties made good headway and deserved congratulation. Several important areas of consensus emerged.

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7.1.1 The value of introducing a European dimension into the secondary school curriculum was acknowledged, though it was also recognised that its implementation would vary according to the traditions and circumstances prevailing in individual countries or states.

7.1.2 The dual, but complementary, forms and functions of a European dimension were articulated by Working Group 14-16, although they were implied in much of the other groups' discussions. Studying Europe can take the form of "Studies about Europe", a situation in which a number of disciplines contribute separately or co-operate together to explore a defined entity called "Europe". Alternatively, the European dimension can have a clear methodological purpose, and, as "Studies through Europe", provide exciting additional opportunities to consolidate, within a framework of European subject matter, those basic skills and concepts already being acquired through the accepted school disciplines.

7.1.3 Discussion of aims focussed upon the creation of informed and sympathetic attitudes and the promotion of the knowledge and transferable skills needed by pupils for life in a European society.

7.1.4 The sheer volume of available content inclined the participants to favour the "themes and topics" approach to selection; the majority endorsed the teaching of these themes and topics through traditional single subjects but were sympathetic to some multidisciplinarity at planned points. It was felt that content and methods should relate to the interests and experience of pupils as far as possible.

7.1.5 Finally, participants agreed on the pressing need for more up to date, reputable pupil resources and for the support of in-service programmes for teachers.

7.2 <u>Three important issues</u>

Nevertheless, three issues emerged as requiring deeper programmes in the future:

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7.2.1 The structural dichotomy which has developed from the process of defining the parameters of study.

Since Europe, as three of the working groups emphasised, is such a complex concept, it is hardly surprising that two broad but distinct curricular models should emerge from both the groups' discussion and the formal talks.

a. Model A, an offshoot of the 'liberal tradition' of education, has a historico-geographico-cultural foundation. Europe is conceived as a "culture area", i.e. an extensive and changing entity, whose peoples have, from ancient times to the present day, shared common cultural roots and influences but have undergone diverse experiences. This concept was endorsed by Working Group 14-16 in particular. The justification for this model rests upon the assertion that, if pupils are to develop to their full potential and thereby be prepared for responsible adulthood in European society, they must acquire an awareness and a critical appreciation of their heritage. This model accommodates wide parameters of time and space in dealing with European traditions, achievements, experiences and environments. It provides ample opportunities for pupils to reinforce the skills and concepts of the established school subjects - geography, languages, literature, classical studies, religious studies and history in the widest sense (embracing the history of ideas, art, music, architecture, science and technology), an advantage to which Working Group 14-16 drew attention.

b. Model B, perhaps an unconscious by-product of vocational training and political pressures, identifies Europe as a contemporary structure of socio-politico-economic systems. Its exponents would justify it as an effective means of preparing pupils for work and leisure, for today's and tomorrow's world. There is an obvious correlation with "Studies about Europe"

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in the emphasis upon problem-oriented subject matter, with familiar content, immediate in time and space; for this reason Model B tends to focus upon contemporary Western Europe alone. It gives a central role to the social and political sciences - sociology, economics and politics - with contributions from geography and modern languages. There are clearly limited opportunities to involve the traditional humanities subjects, so that this model implies the need for social studies, civics or political education in the curriculum. The content suggested by Working Group I 16-19 underlined its members' commitment to this model.

The two models may not be mutually exclusive. Individual members of two working groups were sympathetic to both. However, as the members of Working Group I 16-19 pointed out, the dichotomy should be fully explored.

7.2.2 <u>The practical implications of the recommendations made on structure and approach</u>

General approval was given to procedure through single disciplines. Yet participants also showed considerable interest in:

a. the multidisciplinary possiblities which suggested themesleves, "a constructive and illuminating way of approaching the complexity of knowledge" (Report of Working Group 14-16). The problem for teachers, then, is how to exploit the interrelationships between subjects, while providing greater depth of study and ensuring real coherence in pupils' minds.

One solution is simply to synchronise subject syllabuses to provide for parallel learning about Europe. This straightforward answer is more practicable in countries with centralised systems than in others.

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Another solution, supported by perhaps a third of the participants, is the introduction of "multidisciplinary co-ordinating units" at prescribed times. Care is needed to select appropriate themes for these units (e.g. Mr. Stobart's suggestion of The Industrial Revolution). They should be naturally multidisciplinary, i.e. they should relate specifically to the concepts and skills of a number of disciplines. The themes would also have to be worked out in detail to avoid distorting or diminishing the methodological range of each contributing subject. The English experience suggests that it is easy to be beguiled by themes which are not specific to Europe and which lack genuine multidisciplinarity (e.g. sociological themes, which are only specific to sociology).

b. There was also support for a combination of the traditional, single subject approach and the adoption of socio-politico-economic themes. There was insufficient time to explore the possible ways in which this combination could be effected.

One way is to give greater weight in the curriculum to social studies, civics or political education as additional subjects to promote a contemporary European dimension. This is being done in some states, although in others it would constitute a considerable innovation.

A closer form of linking would repeat the problems of multidisciplinarity already alluded to: the difficulty of finding themes which are natural common denominators between the new social and political subjects and the traditional ones.

This discussion also raises the matter of teacher expertise. If the European dimension becomes increasingly the concern of the social and political sciences, who will teach these areas in the secondary curriculum? Are there sufficient school teachers trained in these disciplines? Or can they be taught be non-specialists? Are the methodological structures

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of these new subjects sufficiently understood by teachers that they can avoid the dangers of mishandling concepts and of failing to do justice to the skills? And what becomes of the traditional subject teacher? What is the rôle of his or her discipline in the European dimension?

7.2.3 European co-operation since 1945

It was unfortunate that none of the groups had time to consider this matter adequately, not only because its importance was recognised in all the reports, but also because European co-operation is precisely the kind of theme which highlights the questions raised immediately above.

Discussion in the working groups ranged over aims, content and outcome.

a. Aims: For Working Group 14-16, the issue of co-operation could be regarded as a specific aim for introducing the European dimension into the curriculum. A number of participants in all groups felt that the economic realities leading to closer co-operation were so powerful that pupils ought to be informed about this trend.

However, Working Group II 16-19 pinpointed the dangers of teachers interpreting European co-operation as a movement towards political integration or unification; in some European countries such aims might be unacceptable.

b. Content: European co-operation was not considered the preserve of any particular subject. Instead, all the participants, irrespective of their discipline, inclined towards some rôle in teaching this theme. Working Group I 16-19 included it in their syllabus proposals for older adolescents. Working Group 10-14, on the other hand, emphasised that learning about structures and institutions was inappropriate for their pupils; instead, co-operation should be treated as a positive European achievement. The teacher's problem was to moderate the didactic approach and find more interesting methods of presentation.

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c. Outcomes: In conclusion, the majority of participants felt that true co-operation was probably less a matter of explicit content or aims (though they did not object strongly to its being considered as either or both), but should emerge gradually as a natural outcome of learning about Europe within a wide spectrum of disciplines.

APPENDIX I

List of European Themes for History Teaching

At the first of the Council's conferences on history teaching which was held at Elsinore in 1965, the attempt was made to draw up a list of themes for teaching the history of Europe, which lent themselves to a European rather than a national presentation. In this list, no mention was made of any nation by name. It is worth quoting in full:

> Whenever an opportunity arises, teachers ought to show their pupils the European importance of, and the European influence on, the events of national history. In countries where the syllabus tends to be exclusively national, European themes might be dealt with after the completion of the traditional syllabus. In all cases, the teachers' aim should be to stress the importance of these European themes.
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> As far as possible, history should be presented from the European point of view. Some elements common to European history, influencing part or all of Europe, are especially suitable for this presentation, for example:
>
> What Europe owes to civilisations past and present, notably Greek, Roman, Byzantine civilisations; to Judaism, Christianity, Islam, etc.
>
> The Great Migrations, in so far as they concern the history of Europe.
>
> Feudalism.
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> The Church.
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> Rural conditions and towns in the Middle Ages.
>
> The Crusades.
>
> Representative Institutions and Legal Principles.

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Medieval Thought and Art.

Humanism: the Renaissance.

The Religious Reform Movements.

The Voyages of Discovery and Expansion Overseas.

The Development of Capitalism.

The Rise of Modern States.

Absolute Government and Representative Government.

Classicism and Baroque.

The Age of Enlightenment.

The Industrial and Agricultural Revolutions.

The Revolutions of the 18th and 19th Centuries.

Liberalism and Nationalism.

Socialism.

Intellectual, Artistic, Scientific and Technical Developments in the 19th and 20th Centuries.

European Expansion in the World and the Formation of Colonial Empires.

The Two World Wars.

Democracy, Communism and Fascism.

Europe in the World Today.

Trends towards European Unity in the Different Periods of the History of Europe.

(Attention should be drawn to the place of Byzantine history in medieval civilisation. Byzantine culture should be examined, and common elements of, as well as differences between, Western and Eastern medieval history should be observed.)

This enumeration of themes should obviously not be considered exhaustive.

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APPENDIX II

Selective List of Council of Europe Publications on "Europe in the School Curriculum"

1. History textbooks

1.1 "A history of Europe?" by E. Bruley and E.H. Dance (Sythoff, Leyden, 1960).

1.2 "Grundbegriffe der Geschichte: 50 Beiträge zum europäischen Geschichtsbild" (Bertelsmann Verlag, Gütersloh, 1964). No English and French editions.

1.3 "History teaching and history textbook revision" edited by O.E. Schüddekopf (Council of Europe, Strasbourg, 1967).

1.4 "Religion in history textbooks" edited by L. Genicot (Council of Europe, Strasbourg, 1974).

2. History teaching

2.1 "The place of history in secondary teaching" by E.H. Dance (Harrap, London, 1970).

2.2 The special number of "Education and Culture" on history teaching (Council of Europe, Strasbourg, autumn-winter 1971).

2.3 The history volume in the "European Curriculum Studies" series by E.E.Y. Hales (Council of Europe, Strasbourg, 1973).

3. Geography textbooks and films

3.1 "Geography teaching and the revision of geography textbooks and atlases" edited by E.C. Marchant (Council of Europe, Strasbourg, 1967).

3.2 "Vocabularium geographicum" (a glossary of 3,100 terms in six European languages) published by the Council for Cultural Co-operation in co-operation with the Publications Fund of the European Schools (1967).

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3.3 "The countries of Europe as seen by their geographers" compiled by E.C. Marchant (Harrap, London 1970). No French edition.

3.4 The films for geography teaching, which have been produced within the Council of Europe's scheme for the co-production of teaching resources, are listed in the catalogue of the scheme (doc. DECS/EGT (76) 48).

4. Geography teaching

4.1 "The teaching of geography at school level" edited by E.C. Marchant (Harrap, London, 1971). No French edition.

4.2 The geography volume in the "European Curriculum Studies" series by J.W. Morris (Council of Europe, Strasbourg, 1976).

5. Social and civic education

5.1 "Out-of-class activities and civic education" by P.R. Fozzard (Council of Europe, Strasbourg, 1967).

5.2 The volume on social and civic education in the "European Curriculum Studies" series by W. Bonney Rust (Council of Europe, Strasbourg, 1974).

5.3 "Aims and methods of political education in schools" by I. Lister (doc. AS/Conf/Dem 6).

6. Europe in the school curriculum

6.1 "Towards a European civic education in the first phase of secondary education" by Y. Roger (Council of Europe, Strasbourg, 1969).

6.2 "Introducing Europe to senior pupils", by R. Jotterand (Council of Europe, Strasbourg, 1966).

6.3 "Europa: Geschichte und Aktualität des Begriffes" by R.J. Sattler (Albert Limbach Verlag, Braunschweig, 1971). No English and French editions.

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7. The European Cultural Heritage

List of catalogues and slide-packs on the Council of Europe exhibitions of European art.

8. General

8.1 "Interdisciplinarity in secondary education" by R.A. Wake (doc. CCC/EGT (77) 53).

8.2 "The introduction of new elements of knowledge into upper secondary education" by A.D.C. Peterson (doc. CCC/EGT (77) 50).

NB Except when otherwise stated, all of the above-mentioned studies have been published in English and French.

APPENDIX III

List of the Participants of the Working Groups

1. Working Group for 10-14 year old pupils

Gerhard Axmann (Federal Republic of Germany)
Johannes Bang (Denmark)
Ulrike Chittka (Federal Republic of Germany)
Colin Hogg (European School, Federal Republic of Germany)
Roger Lalande (Canadian Forces, Federal Republic of Germany)
Günter Renner (Federal Republic of Germany)

2. Working Group for 14-16 year old pupils

Olga Bombardelli (Italy)
Padraig Ceallaich (Ireland)
Remi Frideres (Luxembourg)
Ernest von Oehlsen (Federal Republic of Germany)
Ingrid Szekely (Austria)
Erika Theobald (Austria)
Elizabeth Wood (Canadian Forces, Federal Republic of Germany)

3. Working Group I for 16-19 year old pupils

Eric Barton (United Kingdom)
Jose Frideres-Poos (Luxembourg)
Eva Haarman (Austria)
Hans Heinrichsdorff (Federal Republic of Germany)
Hans-Ulrich Schiwek (Federal Republic of Germany)
Ulrike Westerberg-Beck (Federal Republic of Germany)

4. Working Group II for 16-19 year old pupils

Ruth Brosche (Federal Republic of Germany)
Jurgen Dreidoppel (Federal Republic of Germany)
Camille Kieffer (Luxembourg)
Tor Neumann (Norway)
Helmut Rupp (Federal Republic of Germany)
Regine Wilhelmy (Federal Republic of Germany)
Mathilde Rohrer (Federal Republic of Germany)